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THE CLASSICAL WEEKLY

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Professor Hamilton Ford Allen contributes to the April number of *The Educational Review* an article on *The Case of Greek Again* in which he demands in the teaching of Greek a modification of method such as has been so insistently demanded during the last few years for the teaching of Latin. He maintains that the statement that students of Greek leave college without being able to read Greek must be qualified by the admission that students cannot read French or German when they leave college. With this qualification we find that just as some students are able to read French and German, so some students are able to read Greek, but that the reading of Greek is a much more difficult thing than the reading of French or German, not necessarily because the language itself is more difficult, but because the range of the literature is more extensive and its grade of a much higher quality. "A student of modern languages is kept at short stories, easy dramatic literature and novels. If the two classes of students were given literature of the same character to read, the student of the ancient languages would find his path easier, the student of modern languages, more difficult". Mr. Allen's suggestion for improvement is contained in the following:

As I look at it, neither pupil nor teacher is getting what he wants, namely, that he, the pupil, shall be able to read Greek in the same way that he reads a modern language. In what has been said above, I have mentioned some reasons why the student cannot do this, but as yet I have said nothing of the teacher's part in the matter. Looking at the question from our point of view, what do we now teach our pupils to do? We teach them to translate into English, with the aid of dictionary and grammar, whereas we want them to be able to dispense as largely as possible with these two aids, and to read Greek as they do English. Of course, translation is necessary at first, but as the pupil advances he must become more and more able to drop this. How then shall we teach students to read Greek? Not by doing away entirely with translation, but by using the other means necessary to attain our end, namely, reading aloud, writing, learning by heart and reciting aloud, and speaking. These are indispensable aids in fixing the language in the mind, and by their use one gains rapidly in ability to read with understanding. But when I say speaking the language I do not mean that we shall try to teach our pupils to use ancient Greek in daily conversation. What I mean is that, taking any lesson as a basis, we should continually require them to conjugate and inflect the verbs and nouns, to give the English equivalents of the Greek

words, to make short sentences with them, doing all this with closed books. Moreover, as their knowledge of words and syntax increases, they should be able to describe scenes and incidents from daily life. Of course, we cannot do this beyond a certain point. We cannot speak of electric cars and telephones, but we can speak of natural objects and phenomena, parts of the house, etc. If the pupil will speak the language to this extent, he will have a hold on it which he can get in no other way, and he will not have a distorted idea of it. *θύρα* will mean *door*, not *portal*.

At this point a teacher of modern languages will say, "You are urging teachers of Greek to do just what we teachers of modern languages are doing". Yes, and we should also follow them in respect of the literature which they give their pupils to read. Unless our pupils are of mature years, we should not, after the beginning-book, plunge them into Xenophon and Homer, but should give them fables, short stories and biographies in prose, in poetry short poems and complete passages from longer ones, grading the matter read according to the ability of the students. Young pupils can not keep up their interest in long works, the subject-matter of which is too far beyond them, but will read with zest short bits which can be rendered in a few lessons at most.

With this view I am of course in hearty sympathy, and I note with satisfaction the intelligent attempts that are being made to provide easy material of various kinds for elementary training. I would call attention to Dr. Rouse's book entitled *A Greek Boy at Home*, being a story written in Greek (Blackie and Son, London, 1909), and to Lucian's *Dialogues Prepared for Schools*, by the same scholar (Oxford, Clarendon Press, 1909). In the latter book all the notes are written in easy Greek. In the former book the story is so simple and so natural that it ought straightway to appeal to a pupil. A similar effort is the *Phormio* of Terence for Schools recently published by Professors Fairclough and Richardson (Sanborn)¹. This book is a re-writing of Terence's *Phormio* into prose with the omission of all the difficulties due to word-order, strange forms, and archaic constructions. It makes the language extremely simple and will prove of great service for translation at dictation and for many other uses, which live teachers interested in colloquial Latin will at once discern. What I do not understand in connection with this book is what seems to be an insult to the intelligence of Latin teachers in providing a so-called Teacher's Edition which is nothing but

¹ See *THE CLASSICAL WEEKLY* 3.158.

a translation of the already simplified Latin. Any teacher of the most elementary training who cannot translate a simple text ought by no means to be allowed to teach a Latin class and no such weapon should be given to the critics of our Latin methods as is provided in this apparently utterly superfluous translation. The editors in their preface say that if it is found that the book meets a real need, it will be followed by other plays similarly treated. I hope that their expectations will be justified, for we need such material as is here provided. But it might be well to reflect, whether Terence and Plautus should be extensively handled in this way or whether it might not be preferable to try the method of simplification with other kinds of literature as well. Some of the plays of Terence and Plautus should be left for College work. The editors state also that in the vocabulary words not in my Vocabulary of High School Latin are marked with a dagger. They number 195, of which only 26 are used neither by Caesar nor Cicero.

G. L.

CONCERNING VOCABULARY AND PARSING IN GREEK AND LATIN¹

The teaching of elementary Greek and Latin has lately thrust its nose into the tent of Higher Education, and for three main reasons: (1) The inclusion of these subjects in College and University curricula, because of the failure of High Schools to give them, in whole or in part; (2) the comparatively poor work done by many students in College and University, even after years of preparation; and (3) the consequent rise of classical pedagogy, in the hope of helping the whole classical situation. The writer of this paper, therefore, makes no apology for treating Vocabulary and Parsing in Greek and Latin from the point of view which gives a perspective of both preparatory and advanced work in these subjects.

First, as to vocabulary. It needs no argument, after all the recent discussion, to show that the classical student at any stage is apt to be deficient in vocabulary; the principal difference of opinion is as to how the difficulty should be remedied. It is only after a number of years of experimentation, and the private publication of several sorts of textbooks, that the writer offers a somewhat definite solution. The Latin side will be treated from the same view-point as the Greek, but the main theme of the paper will be a series of Greek text books published in 1908, based on a Beginners' Book published in 1904. They contain a selected list of Greek words chosen respectively from Xenophon's *Anabasis* I-IV, Homer's *Iliad* I-III, Plato's *Apology*

and *Crito*, etc., arranged by book, chapter, and verse or section, with meanings opposite and also with English derivatives wherever feasible. The list in each case is reprinted in the same order in the back of each text, with Greek words only, for oral or written review. The words are all chosen for their general value in reading the usual college authors, not merely for their frequency in the author in question. The meanings given are the one or two *closest root-meanings* of the word quoted. No compounds are given unless their meaning differs from the natural product of the component parts, which are given instead of the compound. Parts of irregular verbs are given for Xenophon only. Where the gender is not specified, nouns in *-os* are masculine, those in *-a* or *-η* feminine. The following is a sample, from Xenophon I.I.I.

ANABASIS I, 1

- I. γίγνομαι (γεν'), γενήσομαι, ἐγενόμην, 2P. γέγονα, γεγέννημαι, become, happen, be born. **Genesis.** παῖς, δός child. **Pedagogue** (ἄγω, lead). δύο two. **Hendiadys.** (εἷς, one, διά, through). πρέσβυς old. **Presbyterian.** νέος new, young. **Neophyte** (φυτόν plant). ἐπεὶ when, since. ἀσθενέω be sick, (ἀ neg. + σθένος, τό, strength). **Calisthenics.** (καλός beautiful). τελευτή (τελέω end) end, death. βίος life. **Biology.** (λόγος, discourse).

SAMPLE OF BLANK LIST FOR REVIEW

ANABASIS I, 1

I. γίγνομαι	2. οὖν
παῖς	τυγχάνω
δύο	πέμπω
πρέσβυς	ἀπό
νέος	ἀρχή
ἐπεὶ	αὐτός
ἀσθενέω	ποιέω
τελευτή	στρατηγός
βίος	δείκνυμι

The benefits of the system may be briefly stated thus: (1) Increased memory-power. The only possible reason that students do not know very many more words at the end of each year is not that they have not met many new words, but that they have failed to remember their meanings, i. e. that they are deficient in memory-power. Indeed forgetting is the most prominent fact in this whole matter of vocabulary. The harm is generally done during the first year of study, when attention is more generally directed to other things, and, in consequence, the mind is habituated to *forgetting* rather

¹ This paper was read at the meeting of The Classical Association of the Atlantic States, held at New York City, April 23, 1910.